

CUP IT UP!

Team Building with Cups

Chris Cavert
&
Barry W. Thompson

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Photos by Chris Cavert & Barry W. Thompson

Gratitudes

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To our family and friends. You inspire us each and every day!!

Finally...to you,
the team builder,
the change agent,
the thought leader,
the game master,
the motivator,
the inspirer.

Cup It Up friends and do good work!!

BONUS MATERIAL! If you would like an easy download of the instructions and questions to the the activities in this book, then please visit:

www.whenpeopleplay.com/cup-bonus

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Introduction

Since the creation of the Red Plastic Cup in the 1970s, its popularity with hundreds of thousands of people and dozens of cultures all over America grew with gatherings like birthday parties, church functions, holidays and picnics with family and friends. Since it was cheap and easily accessible, this famous Red Cup became a common sight at sporting events, inspired the lyrics to a popular country song (Red Solo Cup by Toby Keith), and caused many a college student to miss morning classes following late-night games of beer pong.

Beyond the fun and interactive experiences we know you will have with these 12 new team building activities, our hope is that you use the “Cup” as a metaphor for life. Discussions can evolve from:

- What fills your cup? What helps you learn and grow?
- What fills up the cups of the people you work with? What helps them learn and grow?
- What will you raise your cup to? What will they raise their cup to?

The “cuptivities” in this book were designed to promote conversations and questions about keeping our cup filled with knowledge and awareness. Most of us have struggled with giving - or pouring out - too much of ourselves for the benefit of others resulting in the neglect of ourselves. If you are constantly pouring for - or serving - everyone else without refreshing yourself, it won't be long before your energy and joy are depleted. In order to most effectively give, give back, facilitate, lead, or run a team, take care of yourself and “fill your cup” too.

Thank you for choosing this book to supplement your wealth of team building activities. We hope that you will continue to be inspired by the Red Plastic Cup. Not only for parties and play but also to encourage, to teach and to help others grow and learn for themselves.

Our hope is that you enjoy the Cup lessons and camaraderie as much as we have.

Chris Cavert and Barry [W] Thompson

Cupology

Over the last two years (and even longer for Barry), we have been trying out all sorts of cups for the activities in this book. Now, we could share all of our research with you, of course, but we would rather skip right to the good stuff.

CUPS: We prefer the 18-ounce Solo® squared bottom cup for all the activities in the book; however, just about any other plastic party-style cup will work. We are especially partial to the brands that provide a variety of colors - they are lots of fun. One major discovery in our research was that "other" party-style cups don't seem to last as long - their construction is a bit thinner.

With that said, if you wanted to invest in a sturdier plastic cup (the dishwasher safe variety) then go for it. We like the party-style price, weight, and portability.

Speaking of sturdy cups, if you are familiar with Speed Stacks® Sport Stacking cups, they work great, as well (for more information go to: speedstacks.com). If you have access to a number of Speed Stacks® sets you now have more to do with them.

CUP VOCABULARY:

Open Cup The cup is in a position where the open end is up.



Closed Cup The cup is in a position where the open end is down.





Nested Cups, Closed

Nested Cups, Open



Activity Formatting Information

The following is related to how we've formatted each activity. Some of the headings will be familiar to you, while others might be new. This will give you an understanding about how we have organized the information we find important.

NOTE: The activities in this book are organized in alphabetical order, with the exception of "Cup Ups" found at the end of the book. You have the freedom (as you always do) to program the activities where they will best fit the needs of your groups.

Activity Name: This is the name for the activity based on the context (about cups) of this book. As many of us know, there are thousands of activities out there suitable for team building and adventure education work. Some (if not most) of these activities are identified by activity objective, just a different name (and probably using different equipment). We've named the Cup activities here in the way that works for us. **THIS IS A GOOD THING!** Roll with it. Embrace it. Change the name if a different one fits your programming better. It's all good.

Some historical context is included under the name for some of the activities. If you know something about an activity we failed to mention, please let us know.

We will be happy to add to the history or correct any mistakes. The activities that do not include a historical perspective at this time have been developed by us. Now, this does not mean these entries are completely novel. There could be someone, somewhere with the same idea. If you are one of those "someones" please let us know, and we'll share the glory. As we've often heard from Karl Rohnke (who heard it from someone else) within the context of adventure education, "A good idea doesn't care who has it."

Activity Objective: This is the overall goal of the activity itself. For example, move tennis balls to the container at the far end of the room with the least number of drops. Then, of course, you set up the guidelines (or restrictions) as to how they are allowed to meet the objectives. Using a competitive analogy, the activity objective of playing soccer is to score goals and win the game, adhering to the rules of play. To make the clear contrast, an Activity Objective is about the activity. A Facilitated Objective (up next) is about the potential experiential and learning outcomes that are possible from the activity.

Facilitated Objective: This section includes a variety of behaviors and concepts that could be explored through the activity and debrief. While there are "typical" behaviors and concepts that present themselves during these activities, facilitators should choose an approach that relates to working on and moving toward accomplishing the particular goals/objectives the group brings with them to a program.

For example, if a group wants to improve communication skills/behaviors, Material Movers can be used to encourage talking (i.e., communicating). This activity requires verbal communication during the planning stage, as well as during problem solving situations that will no doubt present themselves. The behaviors and concepts listed for each activity are based on our personal experiences with the activities and may not always present themselves with every group. It will depend on the people in the group and their level of development. (On a personal note, Chris has a working theory that any adventure-based activity could potentially touch upon any social behavior depending on how the activity is presented and talked about before, during and afterward - but that's another book.)

Keep in mind that the behaviors and concepts listed in this book are fairly subjective, interpreted through different personal lenses and contexts. During teambuilding and adventure education experiences we talk about concepts like “trust,” “leadership” and “communication.” The idea is to explore what these concepts mean to the individuals in the group and how they understand them within that context in order to move forward with the tasks presented. Through the individuals’ shared experiences with the behaviors and concepts, each person then has the opportunity to stick with the behaviors he or she regularly elicits or change behaviors based on new information. Please know that the behaviors and concepts shared within each activity are a starting point and not exhaustive. They are meant to stimulate awareness about what the activities can bring about in a group. They are part of the “education” in adventure education.

Needs: This section lists and details the equipment needed for the activity. Of course, feel free to change the equipment based on your available resources and programming needs (and your curiosity).

Numbers: Based on our experiences with the activities we suggest a range of group participants, suggesting numbers we have believe keep people interested and engaged. Please feel free to try group sizes outside the ranges (and do let us know how it works out - we can learn from you).

Time: In this section, we include a fair range of time you might want to program for the particular activity. In some cases, more time will be needed for particular activities if your group is engaged in the process or is ready for some deep conversation. As always, keep an eye on your group, noticing behaviors that might indicate the need to pause and check in, reflect a bit before continuing or stop the activity and move on to another educational experience.

Procedure: This is the information for setting up the activity and the guidelines for play. The procedures we share are basically one way to present the experience. As always, feel free to adjust the setup and guidelines in order to meet the needs of your group.

Safety: This section describes particular safety concerns (physical and/or emotional) related to the activity - if we have experienced or heard about them. These points will certainly not be exhaustive. Be mindful of your group and step in for safety reasons if necessary. On that note, here are a couple bits of information to consider. Chris' friend Paul recently tweeted, "In our business 'safe' is a four-letter word." And, Karl Rohnke is well known for sharing: "If it's completely safe, it's no longer an adventure." Balance this advice with your experience. Work within a safety spectrum with which you are comfortable and your program procedures dictate.

Facilitation: This section includes some of the ways in which we facilitate the activity. Here are the tips and tricks, as well as some friendly advice based on our experience. Feel free to adjust your approach in a way that better suits your group's needs and their goals. One of the aspects of team building and adventure education programs we truly appreciate is the flexibility within the methods. As we've come to know, it's not about the activities themselves. The learning and growth come from what happens during the activities.

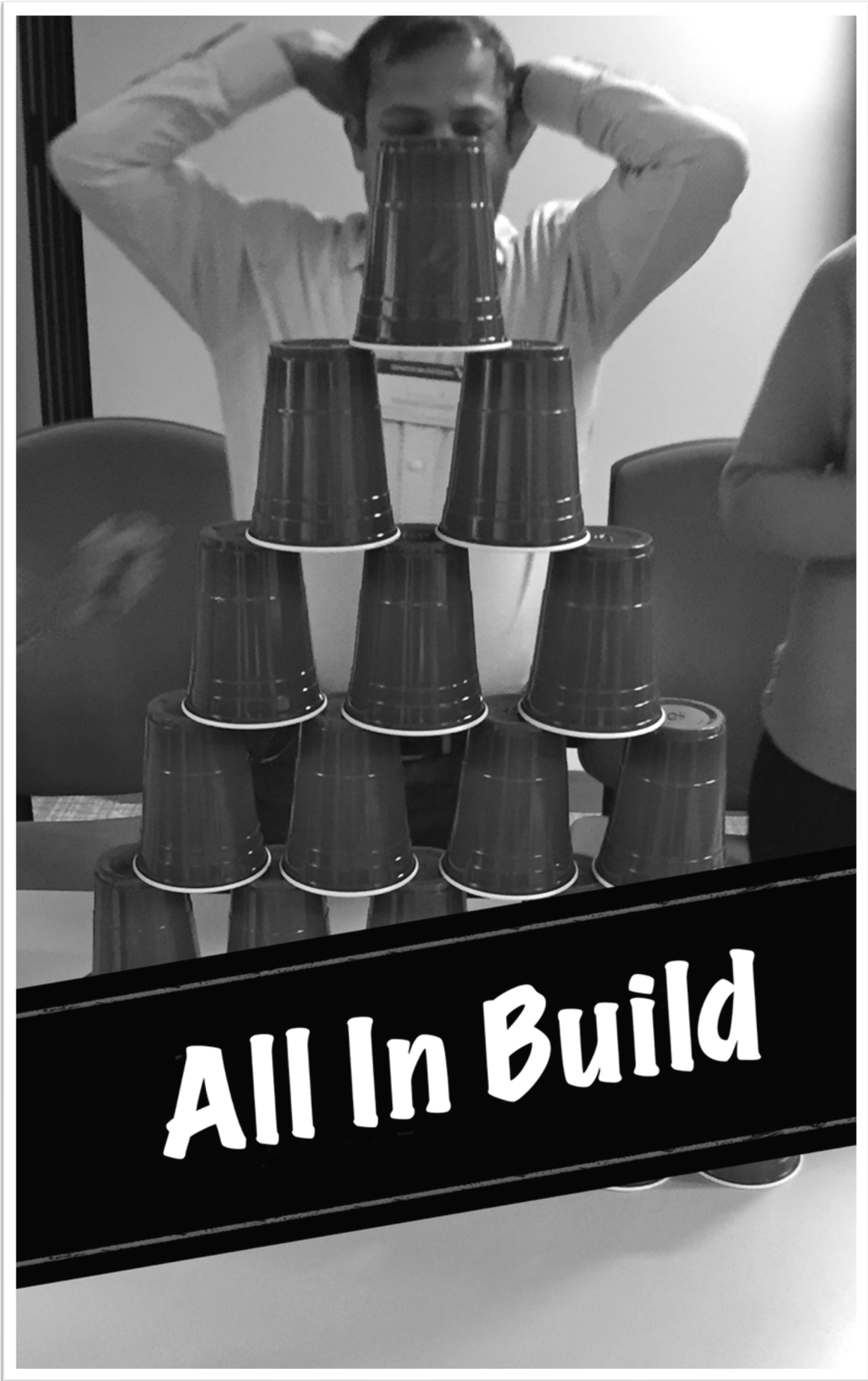
Observations/Questions: This section has two distinct purposes. Reviewing the list of questions before you deliver the activity (even during your programming process) will give you an idea of the possible outcomes of the activity experience - the concepts and behaviors that might occur during the activity. In other words, things you might observe during the groups experience with the particular activity. Newer facilitators can find the observation prompts useful when preparing for programs.

After a program, for review or processing discussions, you can use the questions to open up conversations about the particular Facilitated Objectives listed for the activity. Depending on the objectives of the group you may use one or two of the Facilitated Objectives questions (each set is directly related to one of the Facilitated Objectives listed for the activity) or direct the discussion using different questions that are more relevant to the experience of the group.

As always, we encourage you not to limit your observations and questions to these suggestions; they are intended to be starting points for possible discussion.

Variations: This section includes additional ideas for setting up and/or presenting the activity. When programming for a variety of groups, we find it useful to have ways to modify the activities in order to better meet the needs of different groups. There are some variations that, in our opinion, make the activity easier or more challenging. Please take them “with a grain of salt” because one group might not respond to a variation the same way as another. When it comes to changing something, listen to your gut! It’s usually right.

On this “Variations” note, we love new ideas, so if you design something new for any of these activities, please let us know so we can share.



All In Build

All In Build



Cup stacking has been around since the invention of the cup. Why make a cup tower by yourself - add some friends for more fun!

Activity Objective: As quickly and efficiently as possible, without “cupcollapse”, the group is challenged to build, and then un-build, a cup stack pyramid. Each player in the group is responsible for adding and then subtracting one or more cups.

Facilitated Objective:

1. Planning and implementation of the plan.
2. Exploring leadership behaviors.
3. Defining roles and responsibilities.
4. Being chosen for a task or choosing for yourself.
5. The importance of focus.
6. The details surrounding project management.
7. Working on behaviors related to crisis management.
8. Exploring and practicing goal-setting.

Needs Per Group:

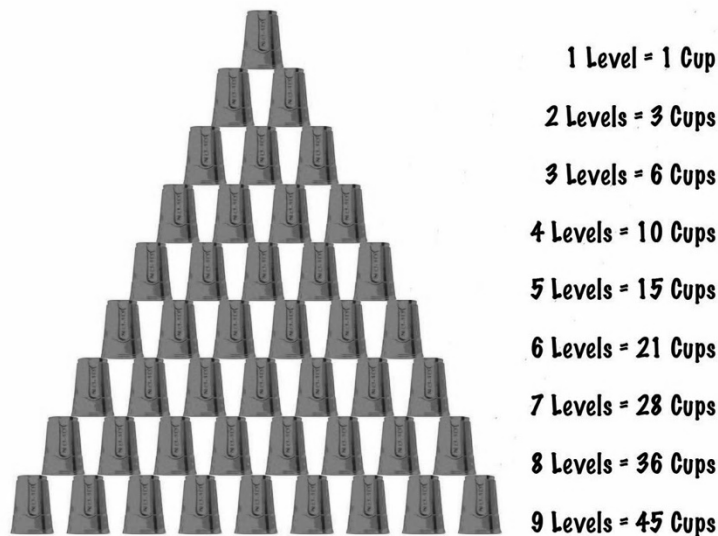
- 15 cups (for a 5-cup base pyramid) or,
- 21 cups (for a 6-base pyramid), or more for a higher tower
- 1 solid building area (e.g., table top or tile floor)
- 1 timing device

NOTE: Adding more cups to the build will extend the time and the challenge level of the activity.

Numbers: 10 to 12 players in a group. Multiple groups can play at once.

Time: 15 to 20 minutes.

Procedure: The “Build” challenge in this activity is defined as constructing a pyramid (like the graphic below) and then deconstructing it (i.e., taking it down) as quickly as possible. Determine how many cups you want to use for the build, keeping in mind that adding more cups means more challenge. You may want to start with fewer cups and add more later to increase the complexity of the task. Use the graphic below to determine the number of cups you will need for your desired level of difficulty.



Explain to the group that each player must add at least one cup to, and take away at least one cup from, the pyramid during each build attempt. When a player is given (or takes) more than one cup for a build, this player may not add or remove those cups one right after

the other. In other words, players must take turns. For example, if Philip places a cup onto the pyramid, someone else must place the next cup onto the pyramid before Phillip is allowed to add another cup. The same will be true for taking away cups during deconstruction.

After all the cups for the impending build are distributed (one or more for each player depending on the number of cups in the build), each player must set his/her cup(s) down, in the open position, near the building area. Next, share the Rules of the activity (below) with the group and then give them some time to plan and practice their building process before the timed attempt. (Choose the amount of planning time they should have based on their goals and desired outcomes).

Rules:

- Time for the build starts when the timer says, “Go!” (The time can be kept by the facilitator or a group member depending on the objectives of the group.)
- All the cups provided must be used in the pyramid.
- Each row of the pyramid has one more cup than the row above it and the top row of the pyramid is comprised of one cup.
- Each player is responsible for placing the cup or cups he/she was given into the build, one at a time.
- Each player is responsible for removing the same number of cups as he/she placed (not necessarily the same cups).
- The time stops when all the cups provided are standing in one nested stack in the closed position.

Depending on programming objectives, give the group a number of attempts at each build to improve their process (e.g., time, efficiency). Add more cups to increase the complexity of the task and/or use one or more of the variations below to see how players adjust to the changes (if this idea fits into your program objectives). You could also introduce goal-setting, the group setting a particular completion time, to motivate results.

Safety: At this point we have not experienced any physical safety issues related to All In Build. Be mindful of any safety issues related to the location you set up this activity and make your group aware of potential situations to avoid.

Facilitation: We've run All In Build a couple of different ways - single group challenge builds (as described above) and builds involving multiple teams.

For single group challenges, we like to start with a small tower, one or two cups per player. We have the group set a "time-to-beat" (TTB) goal. Once they reach their goal, we increase the challenge level by adding more cups at the start of each build and setting a new TTB goal. Goal setting and timing the builds for single groups provide the motivation for additional challenges.

When running (respectfully) competitive All In Builds we typically offer at least two heats (there has to be at least one re-match!). And, the cups start out in one nested stack in the closed position near the building area for each team.

Teams, made up of about seven or eight players, are challenged to build a 21 cup (six level) pyramid. After a three minute planning and practice session the first heat can begin. When "GO!" is called, players from each team may only take one cup at a time off of their stack and place it onto the build. A player may not take another cup off of their nested stack until every other player has taken a cup off the stack and placed it onto the build. And, progressively, a player may not take a third cup until every other player has placed a second cup onto the build. The same requirements are in place for deconstruction - ending up with one nested cup stack on the building area in the closed position. Places are given (first, second, third, etc.) based on when a team finishes their build process.

During heat two (after a three-minute planning and practice session) the start is the same - a nested cup stack starts in the closed position on near the building area. However, the requirements change slightly. Each participant must use the same hand during construction and then use the opposite hand for deconstruction. This change in the process adds a nice complexity to the second heat. If you run a third heat, add a different rule to spice it up.

As always, feel free to adjust any of the activity conditions to meet group needs.

Observations/Questions:

1. Planning and implementation of the plan:
 - A. How would you describe a smooth productive planning session?
 - B. Share a story about a productive planning session you have been a part of in the past.
 - C. How would you compare your recent planning session for this activity to a past planning session - whether it was a positive or negative experience in the past?
 - D. If you did have a plan in place for this last activity, how was its overall implementation?
 - E. What went “according to plan” and what did not?
 - F. What was missing from the implementation of the plan?
 - G. What do you want to remember for the next planning session?

2. Exploring leadership behaviors:
 - A. Describe the leadership behaviors you noticed during the activity.
 - B. Which ones did you like and which ones would you like to see changed?
 - C. What are some of the positive and negative aspects of leadership you’ve experienced in the past?

3. Defining roles and responsibilities:
 - A. What role(s) did you play during the activity?
Were you “assigned” this role, or is it one that you chose?
 - B. Did you “like” the role you had? Why? Why Not?
 - C. Did your role change during the activity? Why did this happen?

4. Being chosen for a task or choosing for yourself:
 - A. What other roles were present during the activity?
 - B. Were they helpful or unhelpful roles?
 - C. What roles, the good and not-so-good, were missing?

5. The importance of focus:
 - A. How many of you found yourself being distracted during the activity - being drawn away from the specific task at hand?
 - B. Why do you think this happened to you?
 - C. What helps you keep your focus during an important task?
 - D. What tools/behaviors can we use to help us keep focus?

6. The details surrounding project management:
 - A. How would you define “project management?”
 - B. What “parts” are involved in project management?
 - C. What parts did you manage during this last activity?
 - D. How were these parts related to your success?
 - E. What parts were missing and how did they impact your success?

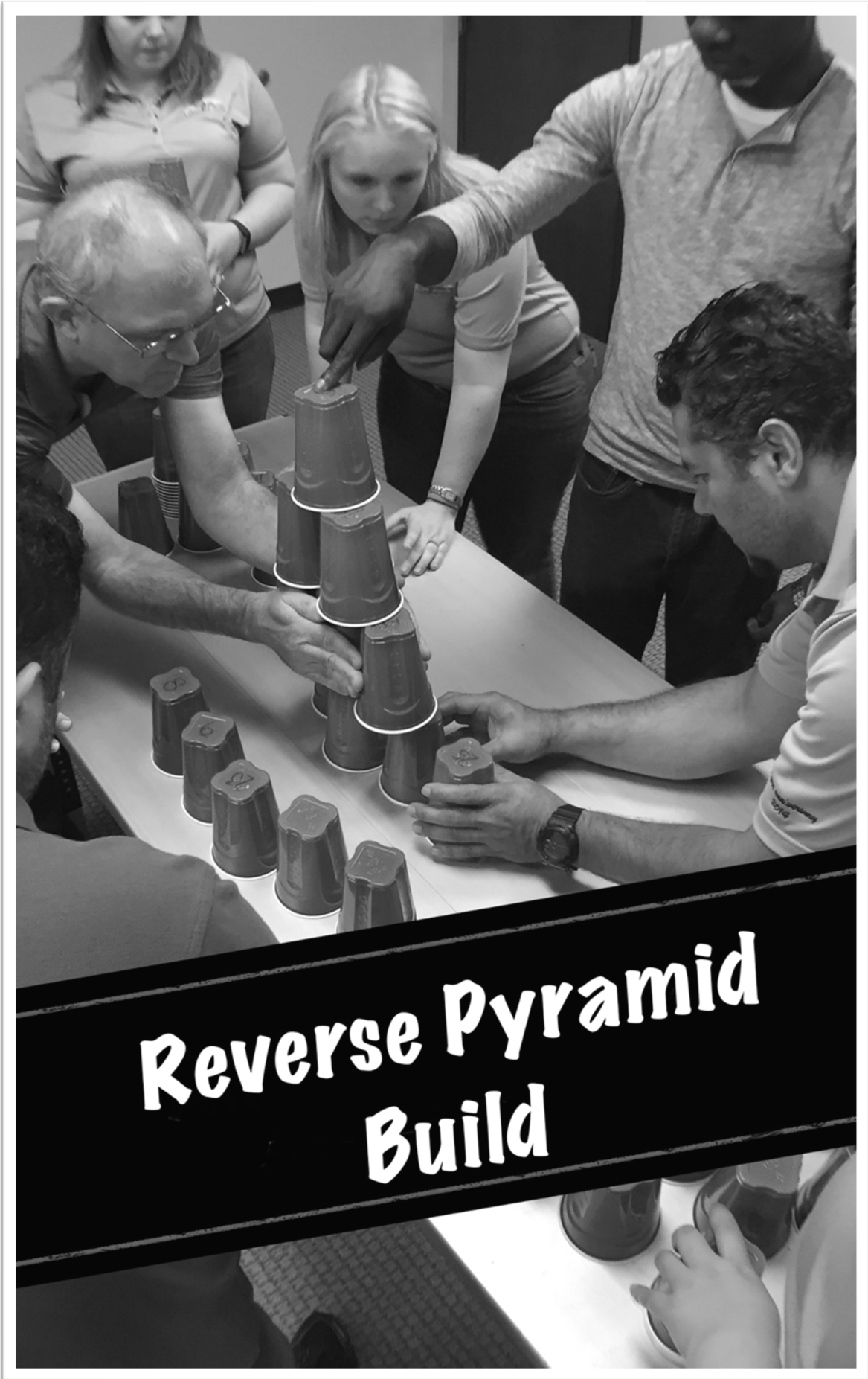
7. Working on behaviors related to crisis management:
 - A. Did you (or the group) find yourself in crisis during the activity?
 - B. What did this crisis look like and sound like?
 - C. What did you do (the behaviors that showed up for you) specifically when you found yourself in crisis?
 - D. Looking back on the crisis moment(s), is there anything you would do differently?
 - E. Are there any other choices you would have made?

8. Exploring and practicing goal-setting:
 - A. When you were asked to set some goals for yourself or as a group, what did you notice about the process?
 - B. Is setting goals useful for you? Why or why not?
 - C. Give an example of when goal setting has been useful to you?
 - D. Share a story about a goal setting experience you’ve had the past - how did it turn out?
 - E. What do we know about goal setting?
 - F. What do we want to remember about goal setting in the future?

Variations:

- Add one or more of these rules to the process: Cups may not be touched until “GO!” is called. If a player has more than one cup to add to the build, they can’t be placed onto the build consecutively. If a player has more than one cup to add and then take away from the build, he/she cannot place them together in the final nested stack.
- Make the activity more structured by numbering (or lettering) the bottom (outside) of the cups - if you have cups ready for Line Em’ Up, use them for All In. With numbered/lettered cups, you can present different building requirements (e.g., an odd number cannot be next to an even number or numbers can't be next to each other in sequence).

- Using numbered/lettered cups, start the build with all the cups in a nested stack (closed) from highest number/letter at the bottom of the stack to number one/letter A at the top of the stack. Each player is assigned, and is responsible for, one to three non-sequential numbered/lettered cups. Players can only touch their assigned numbered/lettered cups. To spice this one up even more, randomly nest the cups together for the start and require the cups in the build to be in sequential order. (Crazy! We know!)
- Each player can only use one hand during the build - maybe the dominant hand to build up and the non-dominant for the take down.
- For a leadership focus, all but two players have their eyes closed. The two with their eyes open guide the build up and take down. (We recommend the smaller pyramid builds for this one.)
- Deal out number index cards - each card matches a number on one of the cups provided (or numbered spots like the ones used in Cup Switch). When time starts, players can flip over and look at their index cards/spots to see the cups in which they have to place in the stack. (Thanks Greg H.)
- Use math sums or build words at each level of the pyramid. Have the numbers in each row equal a number like 36 - you'll need to provide the numbered cups to make this work. Require each row to be a different word or the whole pyramid makes a sentence. (Thanks Ben V.)



Reverse Pyramid Build



Activity Objective: Build the tallest cup pyramid starting with the top level of a single cup.

Facilitated Objective:

1. Small group interaction.
2. Communication behaviors.
3. Identifying, delegating, and taking on different roles and responsibilities.
4. Encountering and managing failure.
5. Perseverance.
6. Consensus building.

Needs Per Group:

- 36 cups (It will be good to have extra cups available in case more building levels can be achieved.)
- 1 table for each small group - rectangle tables work out the best allowing a group to be closer to their pyramid structure. However, wooden platforms, flat-top benches, or picnic tables are other options.

NOTE: We have done builds Reverse Builds off of the floor (solid concrete or tile), but it's a bit more challenging to get enough bodies around the structure to support the lifts. Here's a

thought: What about a 2x6-inch board about four feet long balanced across two chairs as a viable option for a building surface? Be creative in order to meet your needs.

Numbers: Create small groups of five to seven players. If you have enough cups and tables one facilitator can manage as many as 10 groups building at a time.

Time: 20 to 30 minutes

Procedure: Based on the dynamics of the Reverse Build, we consider this a small group activity (so far, anyway). Groups of five to seven players have worked well for us. If the situation arises where one group needs more hands they can ask players from another group to help. (This consideration might not work if the build is set up as a competitive activity. Notice, we did say “might not” work. We’ve seen competitors help each other.)

Give each group a nested stack of (36) cups and a designated building area. Here is generally what we say when we present the activity:

For each small group, your objective is to build the tallest pyramid using the cups provided. In our definition, a pyramid consists of stacked rows of cups (not a nested stack) in which each row will have one less cup than the row below it. For this build however, you are required to start from the top row of the pyramid - one cup. To begin, set this one cup down on your building surface. Then, anyone in your group can lift this first cup so that two cups can be placed under it, forming the second row of the pyramid. From this point forward you are only allowed to lift the bottom row of your pyramid structure - the row touching the table - to add the next row underneath.

All other cups in the pyramid can be touched or supported by any players index fingers (only) before, during and after a lift, but they may not be grabbed and/or lifted in any way. Again, only the bottom row of the pyramid can be lifted. If any part of your pyramid structure falls apart you must start your building process over from one cup. If you manage to use all the cups provided at the start of the build, more will be given to you. After I answer any questions you have about the directions, you will have 15 minutes of building time to see how high you can get your pyramid.

Most facilitators will answer questions without giving solutions to the challenge given. (However, if the group’s objectives allow for help or “coaching”, answer in the way that will

work for them.) We often simply refer back to the rules provided. See Facilitation below for some typical inquiries.

This general presentation does not suggest any sort of competitive encounters. However, if you've been leading team building activities long enough, you know, in most cases, the competitive spirit does present itself. In the short life of this activity so far, we have yet to see groups help each other, but our hopes are still high. We typically run the build for about 15 minutes to see how well each group can perform. Success is fairly certain for the first three or four rows. After, four rows it's up to the creativity, focus and tenacity of the group. Cups will be falling. We keep encouraging attempts as long as there is time to build.

When our program objectives include competitive activities, we set it up a bit differently. We allow the small groups four to five minutes to practice and form a building plan. Then we give a 10-minute building window to achieve the tallest pyramid possible. They can use their 10 minutes in any way they like, as long as they stay around their building area (table) during the build. When the 10 minutes is up (i.e., when we say "Stop!") all the cups standing are worth a point value. How you score it will be up to you. We give one point for every cup that is touching another cup in a row above or below it. Or, simply count the number of rows - there are more ties in this scoring method.

As you might have determined already, the Reverse Build does not require a high level of energy, but a determined amount of focus. So, choose wisely when programming this one - what groups will benefit from this type of activity and where do you place it in your sequence?

Safety: At this time, no real safety issues have been observed. Bodies do tend to get pretty close to each other during the lift, so potentially some space issues could emerge.

Facilitation: During the Reverse Builds we have facilitated so far we have found it important to provide our expectations of the pyramid structure. When beta testing this activity a number of groups spent a lot of time trying to find loopholes in the rules and spent little time building. We wanted this activity to help us work on the facilitated objective of working through/with failures - since, in most cases, cup tumbling does occur during the process. When we started sharing our expectation of a pyramid more hands-on building ensued. The following is the sentence in the directions that specifies our expectations:

A pyramid is defined as each row (not a nested stack) of cups will have one less cup than the row below it.

During the cooperative version we move around the groups and continue to encourage working together and starting over after a collapse. We like to reiterate that the build is about “sticking to it”, overcoming the collapses (great metaphor to come back to), and improving to the best of your ability. We also use this one in the hopes that groups will share strategies and maybe even resources (e.g., people) to help others be successful.

During the competitive version we have seen two different trends. Die hard builders (DHBs) and waiters (in the act of waiting - not waiting tables). DHBs are motivated by building the tallest pyramid, using all the time allotted - especially if they know the “world record” (to date eight rows - eight cups at the bottom level - is the highest for a group of seven players following the guidelines above (see Variations below for another presentation option and world record).

Waiters will build the highest pyramid in relation to other groups. If they see another group has five cups at their base the waiters will go to six cups. If a group gets six cups the waiters try for seven. If they find themselves in the lead with time left they will wait it out to see if they stay on top. Some will even be happy with a tie if little time remains. All good things to discuss once the activity is over.

One more thing we would like to share at this time. If you have the opportunity to build outside atop a solid flat surface, be mindful of the wind. It can be an asset or a detriment depending on your group’s goals.



Observations/Questions:

1. Small group interaction:
 - A. Rate, on a scale of one to five by holding up your fingers on one hand, how well your group worked together. Five is “the best group work ever” and a one is, “we need lots of improvement.” If you didn’t give your group a five, what would it take from the group to raise your rating one point?
 - B. What is your comfort level working with groups? Do you prefer to work in groups or on your own? Why do you think that is for you?
 - C. What is the most challenging thing for you to overcome when working with a group?
2. Communication behaviors:
 - A. What did the communication sound like and look like during the activity?
 - B. If you could change one thing about the way you communicated with each other during the activity what would it be?
3. Identifying, delegating, and taking on different roles and responsibilities:
 - A. What roles and responsibilities did your process include?
 - B. How did these roles and responsibilities get delegated?
 - C. During your process did you find/discover the need for any additional roles and responsibilities?
 - D. Did any of the roles and responsibilities change after you started your process? Why did this happen?
4. Encountering and managing failure:
 - A. What did you find yourself focusing on more - your successes or your failures?
 - B. What did you find yourselves doing after the cup collapses?
 - C. What choices do you have after a “failure”?
5. Perseverance:
 - A. What does perseverance mean to you?
 - B. At any point during the activity did you find yourself persevering?
 - C. Which part(s) and why did you feel the need to persevere through the particular part(s)?
 - D. What are the positive aspects of perseverance?
 - E. What might be some negative aspects of perseverance?

6. Consensus building:

- A. What does it mean to reach consensus about a task or part of a task before starting?
- B. Did you ever reach a consensus during the activity?
- C. If you can remember, share what this looked like and sounded like.
- D. Why might reaching consensus be important to a group?
- E. When might consensus be a detriment to a group?

Variations:

- Taylor, a friend and colleague of ours, allows his building teams to rebuild a pyramid after a collapse up to where it was when it went down. For example, if the builders are lifting a pyramid that has five cups at the bottom, attempting to move in six cups, and the cups fall, the group builds up without limitations a pyramid with five cups at the base so they can make another attempt at moving in six cups. He tells us this option gives groups the motivation to build instead of waiting around for someone else to build a higher pyramid. The record for this variation, as we know right now, is a pyramid with nine cups at the base - so, a nine row pyramid.
- Require a different combination of lifters each time a bottom row is lifted.
- Allow for adjustments to be made to the cups before a lift. Anyone from the group can touch any of the cups to make them more structurally sound. Again, they can touch any cup but not lift.
- Allow for outside resources. During one interaction of the Reverse Build, Chris did not mention that outside resources could not be used. One of the building groups remembered an oversized set of cards used in a previous activity so they picked them up and incorporated them into their build. This was a valuable learning experience for this group in relation to resources - looking around to see what was possible. Now, the kinds of resources you leave around (e.g., masking tape) will be up to you.



References

Tom Heck (Reference to the, *Ball, Cup, Bandana Flip* activity.) Tom Heck, “Maker, Teacher, Coach” has contributed to a wide range of educational projects and initiatives. Find links to loads of resources and ideas from technology to team building at: TomHeck.com

Sam Sikes (Reference to the, *Line ‘Em Up* activity.) *When The Chips Are Down* is found in Sam’s book, *Raptor and Other Team Building Activities*. It was the major inspiration for Line Em Up. Sam is the author/coauthor of eight books in the team building field. He is a master trainer, an innovative game designer and sight-after workshop presenter and speaker. Find out more at Sam’s website: DoingWorks.com

Mike Spiller (Reference to the, *Line ‘Em Up* activity.) I learned the activity, *Exchanging Knots* from Mike. It was another inspiration for a facet in Line ‘Em Up. He has traveled the world for decades sharing, learning and collecting games and activities of all kinds. Find more than a dozen of his most popular booklets of games and activities on the Publications page at: MSGOW.com

Karl Rohnke (Reference to the, *Material Movers* activity.) The most recent write up of the team building activity *Pipeline* is found in Karl’s book, *FUNN ‘N GAMES* (2004). Pipeline is one of those

“move-something-from-one-point-to-another” activities - hence the inspiration behind Material Movers. Karl has been one of the most prolific writers in the adventure education field - mostly known for his activity books. Search “Karl Rohnke” on the web to explore his epic contributions.

NBC, Minute To Win It (Reference to the, *Ping Pong Cup Stack* activity.) NBC.com The challenge, *Tilt a Cup* was played by one person on the Game Show - we changed it to a team activity so players can work together to bounce, catch and build the cup tower.

Dick Hammond & Chris Cavert (Reference to the *What Fills Your Cup* activity.) *That Person Over There*, found in *The EMPTY Bag: Non-Stop, No-Prop Adventure-Based Activities for Community Building* by Hammond & Cavert was an inspiration to a facet in What Fills Your Cup. If you are interested in a copy of the book, find it at: TrainingWheelsGear.com

Recommended Resources

Other Versatile Resources:

The Chiji Card Guidebook: A Collection of Experiential Activities and Ideas For Using Chiji Cards, by Chris Cavert & Steve Simpson. This book includes 25 different activities to program with Chiji Cards (or other picture/graphic-type cards). Find out more at: WoodNBarnes.com

Playing with a Full Deck: 52 Team Activities Using a Deck of Cards, by Michelle Cummings. The title says it all - you only need a standard deck of playing cards to lead loads of fun. Find your copy at: Training-Wheels.com

The Revised and Expanded Book of Raccoon Circles: A Facilitator's Guide to Building Unity, Community, Connection and Teamwork Through Active Learning, by Dr. Jim Cain & Dr. Tom Smith. A "raccoon circle" is a length of 1-inch tubular webbing about 15 feet long. Once you have a dozen (or so) raccoon circles and this book you can program days of team building activities. Find your copy at: Training-Wheels.com

FUNdoing.com Chris Cavert's website loading with free resources, a fresh fun-filled blog, an online store and a list of team building and training services offered by Dr. Cavert.

Whenpeopleplay.com Visit Barry's site for team building resources, training services, and blog postings for professional development and activity programming needs.

Playmeo.com One of the most comprehensive and searchable team building activity resources on the web. This subscription-based service has over 250 activities with full descriptions, printable directions and videos of play (for most entries). And, continues to grow. Free activities available.

Training-Wheels.com The most comprehensive online store for team building resources - books, activity gear and processing props. You will also find a subscription-based activity database and informative blog.

BONUS MATERIAL! If you would like an easy download of the instructions and questions to the activities in this book, then please visit: <http://www.fundoing.com/resources.html>

or

As a thank you, we want to give some bonuses for buying the paperback. To get your bonuses please visit <http://www.whenpeopleplay.com/cup-bonus>

About the Authors



Dr. Chris Cavert is an internationally known trainer and speaker and a past recipient of the Association for Experiential Education's Karl Rohnke creativity award. He has been working experientially with groups of all ages for more than 25 years.

Chris is the author of over a dozen books related to activity-based experiential group development. He holds an undergraduate degree in physical education, a master's degree in Experiential Education and an educational doctorate in Curriculum & Instruction.

As an educator Chris focuses his lessons on how to use team building activities to develop pro-social skills within groups of all ages and build strong and resilient communities.

Chris currently resides in Denver, Colorado. He loves hiking and camping in the mountains, walking long beaches and good chocolate!

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Barry [W] Thompson, For the last 26 years Barry has been educating, training and speaking to groups about how to become high performing teams. His hope and vision is to encourage others to see the power of using experiential adventure-based education to facilitate growth in their own circles.

Currently, Barry owns and operates *WhenPeoplePlay*. Dedicated to help build a better work culture. Facilitated team building to connect, grow and develop organizations. Working with corporate and non-profit groups to help with communication. He specializes in experiential activities to build trust and teach the importance of conflict, commitment, and accountability.

Barry spends as much time as possible writing about personal development, team development, leadership, and of course, games and activities that bring out these traits in a fun and engaging ways.

Barry currently resides outside of Dallas, Texas with his wife, Lori and two Shih-Tzus - Buddy and Chase. He enjoys disc golf, drawing, and reading whenever he has some time to spare.

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